DOCUMENT RESUME

ED 099 361 SP 008 666

TITLE	Commission for Teacher Preparation and Licensing [in California]. 1972-73 Annual Report.
INSTITUTION	California State Commission for Teacher Preparation and Licensing, Sacramento.
PUB DATE	73
NOTE	24p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Advisory Committees; *Annual Reports; *Credentials; *Teacher Certification; *Teacher Education
IDENTIFIERS	California; *Commission for Teacher Preparation and Licensing

ABSTRACT

This annual report of the California-based Commission for Teacher Preparation and Licensing, prepared for its second year of operation, covers (a) committee membership; (b) the committee structure; (c) licensing requirements, accomplishments, and plans; (d) membership on the examination advisory panel; (e) approved programs; (f) description, accomplishments, and membership of the Committee of Credentials; (g) evaluation and research; and (h) comparative data, presented in tabular form, on credentials issued by type and year; licensing--comparative workload data 1966-67 through 1972-73; teacher standards--comparative statistics; and financial breakdown of the teacher credentials fund. (JCW)

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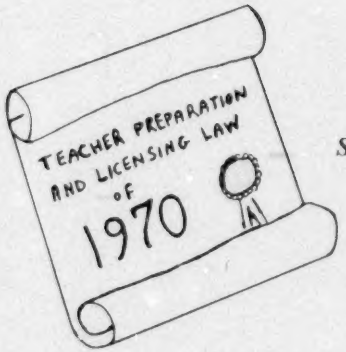
COMMISSION FOR TEACHER PREPARATION AND LICENSING

1972-73 ANNUAL REPORT



Section 13102. The Legislature. . . . ***. . . . intends to set broad minimum standards and guidelines for teacher preparation and licensing to encourage both high standards and diversity. . . .***

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. . . within the framework of state control school districts and teacher preparation institutions will develop programs which realistically meet the needs and resources of pupils, teacher candidates, school districts, and teacher preparation institutions. . . .

. . . . that the diversity of functions served by modern education require licensing regulations which are flexible, realistic, responsive, and simple.

MESSAGE FROM THE CHAIRMAN OF THE COMMISSION, JOHN CINOLINO

The Commission for Teacher Preparation and Licensing is pleased to submit the 1972-73 annual report for the second full year of operation of the Commission. At the midpoint of its efforts to implement the Teacher Preparation and Licensing Law of 1970, preliminary indications are that much of the hoped for changes embodied in the law by the Legislature will soon be realized. The unprecedented rapid pace with which the Commission has accomplished its goals and objectives is the result of a high-priority deliberate time-line scheduled to insure that the children in California's classrooms are provided with well-trained, competent teachers.

In the area of approved programs for teacher preparation, our expectations for 1972-73 were exceeded. We anticipated about one-third of the teacher preparation institutions would develop professional preparation and elementary teacher diversified major programs in 1972-73, whereas more than one-half of the teacher preparation institutions had approved professional preparation programs, and almost as many had approved elementary teacher diversified major programs for their students beginning with the fall term. These include over one-half of the state university and college campuses which provide teacher preparation opportunities for a vast majority of the teachers prepared in California.

In the preliminary development of subject matter examinations, our expectations were subjected to substantial modification. While we originally anticipated the need to develop approximately ten examinations at a total cost of $350,000, the advice of our panels and outside consultants preliminarily indicates we may need to develop twice this number of examinations at quadruple the original cost estimate. The Commission is reevaluating the entire approach to examination development and is considering the various options or alternatives which may be available.

The Commission has gained national recognition with the receipt of a substantial grant from the National Institute of Education to conduct a research study on the relationship of teacher behavior to student achievement. The findings of this study could have tremendous impact on and provide good empirical information about teacher behavior which will be useful in teacher education programs. In this study the Commission is utilizing the assistance of a nationally prominent research advisory board formed from experts in the field.

Credential processing has continued to receive priority attention, and the average processing time of ten working days has been maintained. As the Commission became an established and mature organization, and in order to allay any outside criticism, an outside audit was requested of the Department of Finance to make sure we had not over-looked something that might make the operation more efficient. The report received from Finance was most favorable – in fact resulting in a letter of congratulations from the Governor's office.

In order to make certain that technicians in the school districts, colleges, and universities were adequately and accurately informed, an Information Handbook with Reference to Selected Statutes, Regulations, and Procedures for the Granting of Credentials for Public School Service in California was published. This communication has been well received and repeatedly requested by the members of the educational field.

The Commission is sincerely grateful for the cooperation of students, and especially the Student California Teachers Association who produced an Advisory Handbook for Students on the Teacher Preparation and Licensing Law of 1970 ("The Ryan Act"), which has also been well received in the field.

While we are proud of our accomplishments during this past year, we recognize these were made possible in large measure by the wide and willing support and assistance received by the Commission from the education community as a whole. Never before, that I know of, has a public policy body openly sought, developed, and worked with the field to establish the kinds of guidelines that would be most appropriate for the preparation of teachers. I would like to express special appreciation to the ex-officio members of the Commission who represent the Coordinating Council for Higher Education, Regents of the University of California, Board of Trustees of the State University and Colleges, Board of Governors of the California Community Colleges, and the Superintendent of Public Education for their efforts and contributions which added so much to these accomplishments.

COMMISSION FOR TEACHER PREPARATION AND LICENSING

Virginia Braun
Private Citizen, Pasadena

John Cimolino
School Board, Fort Bragg

Jack Conner
University Faculty, CSU Hayward

Kathleen Crow
School Board, San Marino

E. L. "Mike" Evans
Private Citizen, Lafayette

Thomas Goodman
School Administrator, San Diego

J. Stanley Green
Private Citizen, Glendale

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School District Instructional Specialist
Los Angeles

Paulette Johnson
Elem. School Teacher, Berkeley

Robert Kelley
University Faculty, UCSB

Mary Liu
Sec. School Teacher, San Francisco

Daniel Martinez
University Faculty, CSU Long Beach

Arthur Myers
Elem. School Teacher, Garden Grove

Mary Ann Stewart
Sec. School Teacher, Woodside

Harry Walker
University Faculty, UC Davis

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Calif. State University and Colleges

George Hogan
Representing: Superintendent of
Public Instruction

E. P. O'Reilly
Representing: Coordinating
Council for Higher Education

Robert Smith
Representing: Board of Governors,
Calif. Community Colleges

Staten Webster
Representing: Board of Governors,
University of Calif.

HIGHLIGHTS

- The Commission has adopted and approved for examination development scope-and-content statements for Administrative Services, Art, Business, Foreign Languages, Home Economics, Industrial Arts, and Music.

- The new Teaching of Reading Examination is being periodically administered at various locales in the state.

- Phase II of the Beginning Teacher Evaluation Study will be implemented during the 1973-74 school year. This phase is designed to develop instruments and generate research hypotheses which will be studied in greater depth in Phase III. The four-year study is intended to establish solid empirical relationships between teacher behavior and student achievement.

- The revised credential technicians' "Information Handbook" and the newly-devised "Advisory Handbook for Students" were distributed to school districts, county offices, and teacher preparation institutions throughout the state.

COMMITTEE STRUCTURE
COMMISSION FOR TEACHER PREPARATION AND LICENSING

1972-1973

John Cimolino, Chairman
Marcella Johnson, Vice-Chairman

Teacher Education Programs Committee
Mary Ann Stewart, Chairman
Virginia Braun
Kathleen Crow
Marcella Johnson
Mary B. Liu
Daniel G. Martinez
Leo Cain

Designated Subjects Committee
J. Stanley Green, Chairman
Virginia Braun
Thomas Goodman
Harry O. Walker
E. P. O'Reilly
Robert Smith

Examinations Committee
E. "Mike" Evans, Chairman
Jack Conner
Kathleen Crow
Paulette Johnson
Arthur Myers
Harry O. Walker
Staten Webster

Bilingual/Cross-Cultural
Daniel Martinez, Chairman
Thomas Goodman
Paulette Johnson
Mary B. Liu
Arthur Myers
George Hogan

Legislative/Budget Committee
Marcella Johnson, Chairman
John Cimolino
Jack Conner
E. "Mike" Evans
J. Stanley Green
Daniel G. Martinez
Arthur Myers
Mary Ann Stewart

1973-74

Marcella Johnson, Chairman
E. "Mike" Evans, Vice Chairman

Teacher Education Programs Committee
Daniel Martinez, Chairman
Virginia Braun
Leo Cain
E. "Mike" Evans
Marcella Johnson

Designated Subjects Committee
J. Stanley Green, Chairman
Robert Smith
E. P. O'Reilly
Harry O. Walker

Examinations Committee
Arthur Myers, Chairman
Jack Conner
George Hogan
Robert L. Kelley
John Cimolino

Evaluation of Teaching Committee
Paulette Johnson, Chairman
Mary Ann Stewart
Thomas Goodman
Mary B. Liu
Staten Webster

Legislative/Budget Committee
Marcella Johnson, Chairman
Arthur Myers
Paulette Johnson
J. Stanley Green
Daniel G. Martinez
E. "Mike" Evans
John Cimolino

LICENSING

In the licensing process: the prospective licensee submits his application with supporting documentation that includes a fingerprint card, college transcripts, letter of recommendation, experience and health statements, oath, and the required fee.

The materials are evaluated and supplementary information is requested if needed. The applicant is then sent either his license or a letter of evaluation stating the reason for the denial. In the event of denial, the applicant has the right of appeal to the staff technical review committee, to the Committee of Credentials, and to the Commission.

The following activities are performed during the licensing procedures:

Evaluation

In the evaluation process, the technical qualifications of the applicant are assessed, determination is made as to whether procedural requirements are fulfilled, and a decision is reached whether to grant the license requested. In the event a "no grant" decision is made, provisions exist for an appeal through the licensing review committee of the Commission.

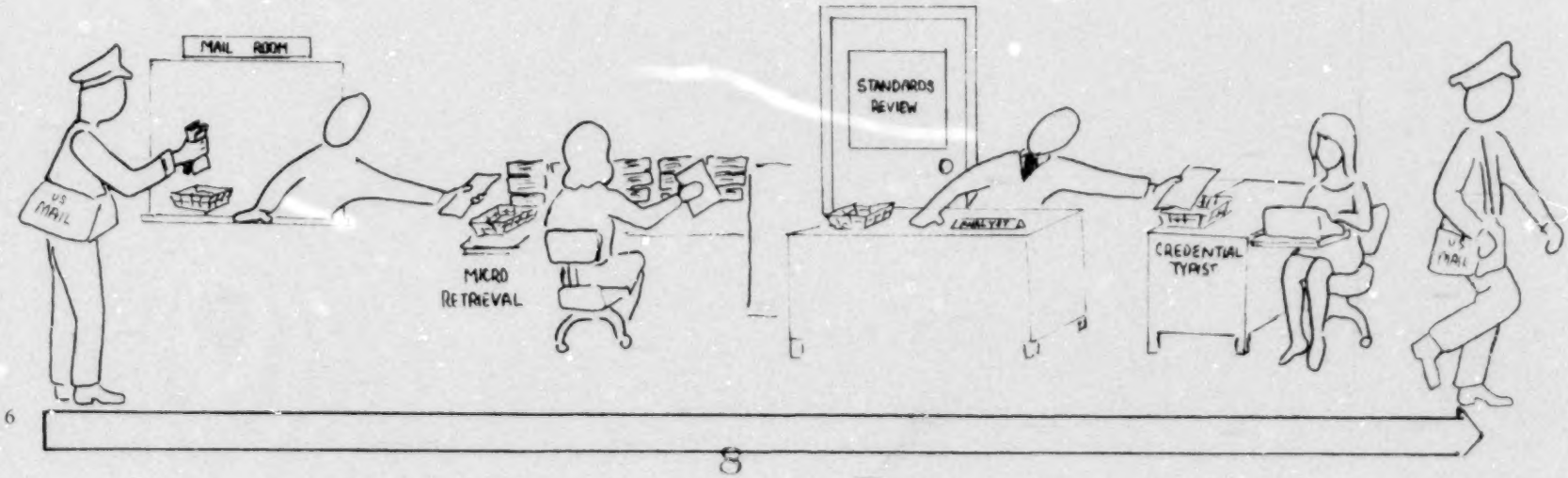
Operations

This activity encompasses all of the support operations that are peripheral to or necessary in accomplishing the evaluation procedure. It includes the storage and maintenance of teacher license records on microfilm and continual updating of the data file.

Information Services

This activity is one which permits quick response to public and private inquiry about educational licensing in California; provides contact with other state, county, and school entities regarding matters directly related to the licensing function.

LICENSING PROCESS



LICENSING

1972 – 1973 ACCOMPLISHMENTS

Modified Licensing Application Process

Two related factors caused the Commission to give priority attention to the licensing process in 1971-72. The Commission was faced with a three-to-four-month pending application backlog and with application processing costs which exceeded an average of $20 per application. Major steps were taken immediately to speed up the process and reduce costs, and a major systems study was undertaken. The systems study covered basic requirements of the system, automation, manpower utilization, security, control, and management reports.

The final phase of the licensing process study was completed in 1972-73. In November of 1972, new application and credential forms resulted in additional work simplification, improved controls, and more useable management reports. This major conversion is a prelude to the issuance of Ryan Act credentials commencing in 1974-75.

Credential Technician's Handbook

Copies of the revised edition of the credential technician's "Information Handbook" were sent to school districts, county offices, and teacher preparation institutions. Revisions were issued on a quarterly basis in conjunction with a quarterly newsletter utilized to provide up-to-date information to the field. Ad hoc advisory groups composed of personnel directors and credential technicians have provided valuable advice pertaining to changes and improvements in the system.

Applicant's Information Pamphlet

As a result of the strong interest and participation of a student teachers' association, an "Advisory Handbook for Students" was devised and distributed by the California Student Teachers' Association under the encouragement and review of the Commission. The pamphlet answers many questions about the Ryan Act and its effect on students.

1973 – 1974 PLANS

September 15, 1974 will be the last date to apply for first issuance of a Fisher credential, except when a person in a teacher preparation program, through no fault of his own, is unable to complete the requirements by this date. The Teacher Preparation and Licensing Law of 1970 provides for a major role for teacher preparation institutions and school districts in the issuance of credentials after that date. This change will result in further modifications in the process and organization of the Commission staff. The Commission has already moved from a staff of about 210 in 1970-71 to about 106 in 1972-73. This reduction has been accomplished without layoff. However, future reductions will be more difficult as the employees involved typically are past mid-career and do not have any significant degree of mobility.

Teacher Preparation and Licensing Law of 1970: Rules and Regulations

Preparation of new Title 5 regulations pursuant to the Teacher Preparation and Licensing Law of 1970 has begun and is continuing. The 5900 series of Title 5 contains rules and regulations under the new law. The rules and regulations in effect on December 31, 1971, will be used for renewal of "old-type" credentials. The adoption of rules and regulations reflecting the new law, and the implementation of policies of the Commission will be augmented in the 1973-74 fiscal year.

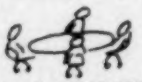
COMMISSION FOR TEACHER PREPARATION AND LICENSING

EXAMINATIONS COMMITTEE

EXAMINATION ADVISORY PANELS

MULTIPLE SUBJECTS ADVISORY PANEL

Kay Alexander
Richard A. Denlinger
Fredric K. Hallam
Stephen R. Holman
Marie A. Mathios



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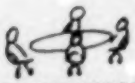

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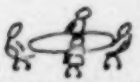

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Carol E. Ghens
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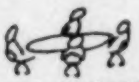


READING ADVISORY PANEL

Marcelline Krafchick
Vernelle Lazzarini
William Morris
Grayce Ransom

EXAMINATIONS

According to the Teacher Preparation and Licensing Law of 1970, the Commission is required to provide examinations to verify that a candidate has met the minimum subject-matter requirements for a credential. The Commission must approve an examination in the teaching of reading for all credential candidates, and must use subject-matter examinations for the Multiple Subjects credential and the Administrative Services credential. These examinations are in various stages of preparation; the Commission plans a continuing system of review and renewal of all examinations.

ACCOMPLISHMENTS – 1972 – 1973

Subject Matter Advisory Panels

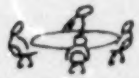
Each of the fifteen advisory panels formed to advise in the selection, interpretation, and administration of examinations, completed the task of determining the "scope and content" of its subject. Each subject-matter "scope and content" statement was presented to the Commission for review and distribution to the field. Panels also completed the task of reviewing existing published examinations relative to each panel's subject matter. In general, the panels found that existing examinations were inadequate to fulfill the needs of the Commission.

The Commission received numerous responses to the "scope and content" statements from interested persons throughout the state. Reactions were received from the public, professional organizations, college faculties, and from elementary and secondary teachers. Each response was reviewed by the respective panel and, where appropriate, incorporated into the statement. Revised scope-and-content statements were accepted by the Commission and scheduled for public hearing.

COMMISSION FOR TEACHER PREPARATION AND LICENSING

EXAMINATIONS COMMITTEE

EXAMINATION ADVISORY PANELS



FOREIGN LANGUAGE ADVISORY PANEL

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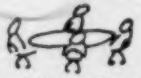

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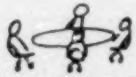

ART ADVISORY PANEL

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Earl W. Saunders
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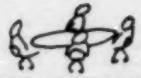

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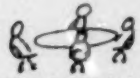

ENGLISH ADVISORY PANEL

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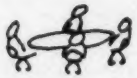
Suzanne R. Henney
Marie A. Mathios
V. Nayan McNeill
Charles B. Ruggless

COMMISSION FOR TEACHER PREPARATION AND LICENSING

EXAMINATIONS COMMITTEE

EXAMINATION ADVISORY PANELS



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Robert E. House

John S. Martois

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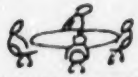

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John E. Caswell

Stephen R. Holman

Ann Kreile

MATHEMATICS ADVISORY PANEL

Richard Denholm

Shirley S. Myers

Ralph P. Ruth

R. Jackson Scott

Donald B. Seiwell

HOME ECONOMICS ADVISORY PANEL

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Maria Reza

Ruby L. Trow

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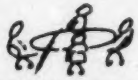

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Norman M. Better

Edgar J. Gallardo

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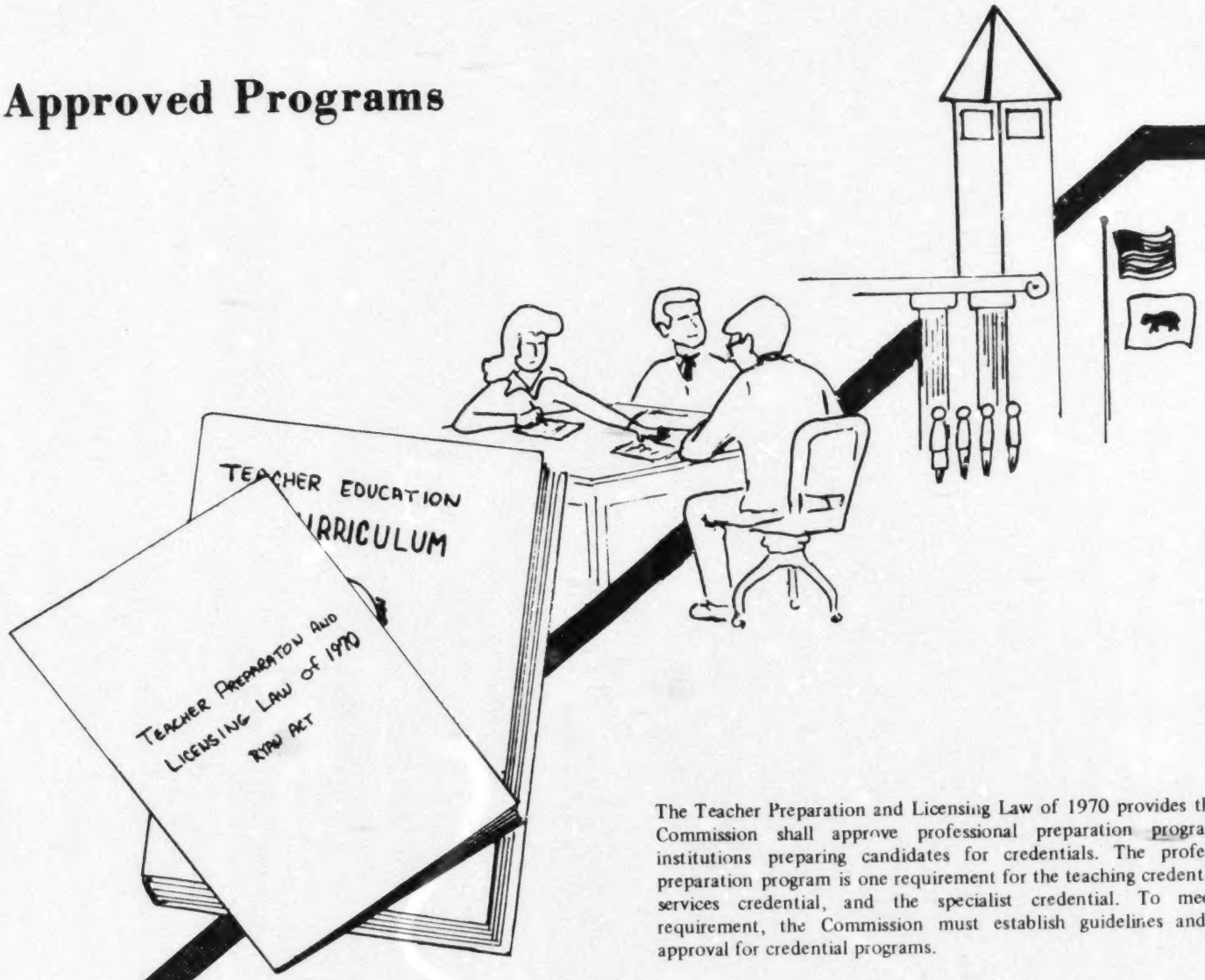
Gertrude McDonald

Dallas J. Smith

Approved Programs



The Teacher Preparation and Licensing Law of 1970 provides that the Commission shall approve professional preparation programs at institutions preparing candidates for credentials. The professional preparation program is one requirement for the teaching credential, the services credential, and the specialist credential. To meet the requirement, the Commission must establish guidelines and grant approval for credential programs.

1972 – 1973 ACCOMPLISHMENTS

Program Development

More than fifty institutions of higher education have received staff assistance in the development of professional-preparation programs leading to the Multiple-Subjects and Single-Subjects teaching credentials. Professional-preparation plans for programs to become operational in the school year 1973-74 were developed by the institutions and reviewed in draft stages by the Commission staff before submission to the Commission for possible approval.

Approval Process

The Teacher Education Programs Committee of the Commission reviewed professional-preparation program plan documents from forty-one institutions of higher education. After thorough review by both the Commission staff and the Teacher Education Programs Committee, conditional approval for a two-year period was granted to thirty-nine institutions to operate professional-preparation programs during the school years 1973-74 and 1974-75. Two institutions received conditional approval for only one year.

Professional-Preparation Guidelines

Professional-preparation program guidelines for various specialist and services credentials were developed in tentative working-draft form. These working drafts received extensive review by colleges, universities school districts, county offices, and various professional associations. The tentative guidelines were subsequently revised and distributed by the Commission before public hearings. After the public hearings, the Commission officially adopted professional-preparation guidelines for the following specialist credentials: Bilingual/Cross-Cultural Specialist Instruction, Early Childhood Specialist Instruction, Reading Specialist Instruction, and Special Education Specialist Instruction; guidelines for the Health Services and Librarian Services credentials were also officially adopted.

1973 – 1974 PLANS

Program Development

The remaining institutions of higher education which have stated their intent to seek approval for the professional-preparation programs leading to teaching credentials will receive program development assistance. Projections indicate that there will be at least twenty-five institutions seeking approval for teacher preparation programs which will become operational in the school year 1974-75. In addition, professional-preparation program development assistance will be given to those institutions interested in developing programs for the service and specialist credentials.

Approval Process

Plans will be made to initiate a system to assess existing, conditionally approved professional-preparation programs. In the discussion of possible systems, the Commission will involve representatives from institutions of higher education, school districts, professional associations, special interest groups, and lay persons.

Professional-Preparation Guidelines

Guidelines for the remaining service and specialist credentials will be developed. These credentials include those for Health Science Specialist Instruction, Mathematics Specialist Instruction, and Pupil Personnel Services. Tentative working drafts will be prepared and the established procedures for review and revision will be followed.

Designated Subjects

The Commission has established a separate committee to work on the area of the Designated-Subjects Credential. An ad hoc advisory group, composed of selected representatives from vocational and other designated subjects not directly related to the Multiple-Subjects and Single-Subjects Credential categories, is assisting the Designated-Subjects Committee in the development of guidelines for this credential.

The Commission has adopted a policy that there will be one Designated-Subjects Credential for both part-time and full-time employment in secondary and adult education, with a personalized in-service training program equivalent to a minimum of four semester units.

In early 1973-74, the Commission will hold public hearings and adopt guidelines for the Designated-Subjects Credential.

TEACHER STANDARDS

Committee of Credentials

The Committee is made up of seven persons appointed by the Commission for two-year terms as follow:

Two full-time public school elementary classroom teachers, one with not less than five years of classroom teaching experience, and one with not less than ten years of classroom teaching experience;

Two full-time secondary classroom teachers, one with not less than five years of classroom teaching experience, and one with not less than ten years of classroom teaching experience;

One public school administrator:

One public school board member, past or present; and

One member representing the public without any previous public school certificated or school board experience.

Mr. Fenton Williams, Jr., Chairman
(12/15/71 to 2/15/73)
Secondary School Teacher
Central California

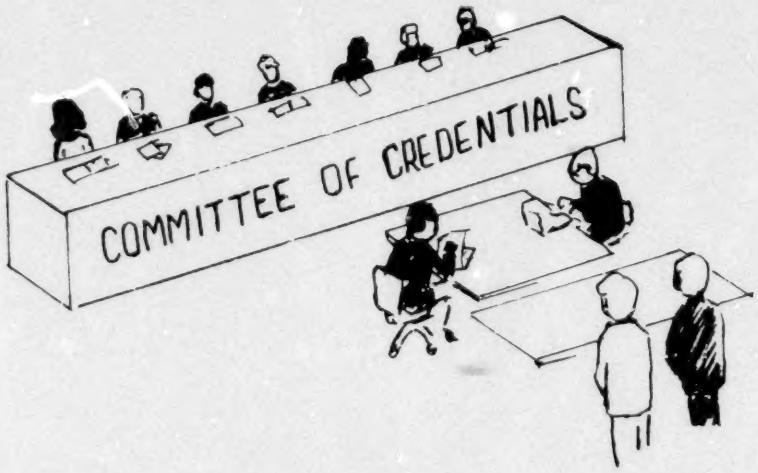
Mrs. Dorothy H. Gibson, Chairman
(12/15/71 to 12/15/73)
School Board Member
Southern California

Mrs. Olga Butierrez
(5/3/71 to 5/3/75)
Secondary School Teacher
Southern California

Mr. Roderick MacLain
(5/3/71 to 5/3/75)
Administrator
Southern California

Mr. Henry P. Majors
(7/3/71 to 5/3/75)
Secondary School Teacher
Southern California

Mrs. Marian Mosley
(12/15/71 to 12/15/73)
Elementary Teacher
Southern California



Mrs. June D. Salera
(12/15/71 to 12/15/73)
Public Representative
Central California

Mr. Laurence A. Scott
(12/15/71 to 4/15/73)
School Administrator
Southern California

Mrs. Janice B. Stewart
(12/15/71 to 7/16/73)
Elementary School Teacher
Central California

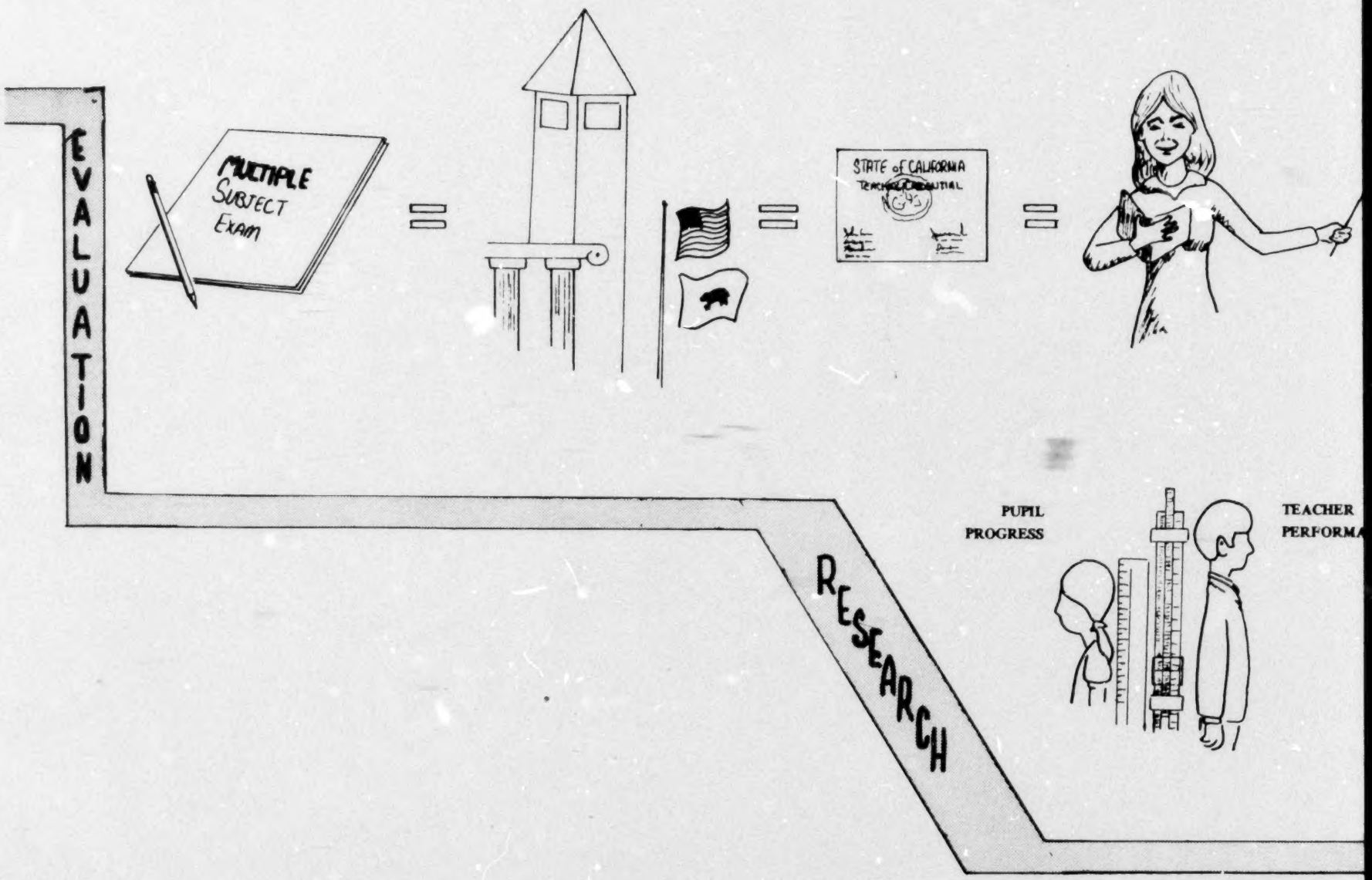
Dr. Albert O. Weisberg
(12/15/71 to 12/15/73)
Secondary School Teacher
Northern California

1972 – 1973 ACCOMPLISHMENTS

The Committee meets monthly in Sacramento. During the past school year the Committee met three full days each month of the year except December.

The Committee considered 5,600 cases during the year. Of these cases, 3,558 were processed by the staff and closed in favor of the holders or applicants within standards established by the Committee. Seven hundred and thirty-four cases were closed by the Committee; of these 65 were appealed to the Commission.

An alphabetical summary of all disciplinary action taken from 1968 to 1972 was prepared and distributed to local school districts and county offices. Efforts to further improve the effectiveness and efficiency of its work will continue.


EVALUATION
MULTIPLE SUBJECT EXAM
STATE of CALIFORNIA
RESEARCH
PUPIL PROGRESS
TEACHER PERFORMA

EVALUATION AND RESEARCH

Beginning Teacher Evaluation Study

The Commission has received funds from the National Institute of Education to conduct a study designed to focus on the relationship between teacher behavior and student achievement in reading and mathematics. Results of the study will be viewed in terms of implications for the preparation of teachers. A Research Advisory Board, composed of subject matter specialists, researchers, teacher educators, and school administrators, will provide recommendations to the Commission throughout the study.

The first year, 1972-73, was devoted to planning, including a design conference of researchers and representatives of California educational associations.

Phase II, during the 1973-74 school year, is the first year of field involvement. This developmental phase is designed to provide information concerning teacher behavior which will be explored in greater depth in the following two years, Phases III and IV. In Phase II, approximately 144 experienced teachers in Grades 2 and 5 from urban, suburban, and rural schools will form the study sample.

Data will be collected on teacher background, school characteristics, student achievement in reading and mathematics, teacher knowledge of the teaching of reading and mathematics, and teacher behavior. Information concerning teacher behavior will be collected by observations in classrooms and by videotaping. Research hypotheses to be tested in Phase III will be based on the data analyses. Data will be analyzed by several statistical procedures to identify teacher behavior to be studied in subsequent years.

A program audit of the implementation of Phase II will be conducted by an outside agency.

Phase III will involve both beginning and experienced teachers in California public schools and will be designed to establish empirical relationships between teacher behavior and student achievement. Phase IV will replicate the work of Phase III to verify research findings. Institutions which have teacher preparation programs will be involved in the study during Phases III and IV.

TABLE I
COMPARATIVE DATA ON CREDENTIALS ISSUED
BY
TYPE AND YEAR

Type of Credential	1971-72 Est. Number Credentials Issued	1971-72 Percent	1972-73 Credentials Issued	1972-73 Percent
Elementary	56,085	.421	47,333	.410
Secondary	38,500	.288	33,707	.292
Special Secondary	2,931	.022	4,226	.037
Junior College	266	.002	211	.002
Designated Subjects	3,863	.029	2,657	.023
Adult	5,595	.042	4,666	.040
Other Credentials	666	.005	214	.002
Special Education	799	.006	759	.007
Restricted	1,865	.014	2,173	.019
Pupil Personnel Service	7,327	.054	7,111	.062
Health Services	1,199	.009	1,181	.010
Supervision	1,998	.014	1,847	.016
Administration	7,063	.053	5,160	.045
Children's Center Permits	4,529	.034	3,859	.033
Reading Specialist Certificates	533	.004	431	.004

TABLE II

LICENSING
COMPARATIVE WORKLOAD DATA
1966-67 through 1972-73

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
Total Mail Received	276,063	273,265	294,361	288,290	269,176	242,685	199,681
Applications Received (fee mail)	129,641	135,814	145,247	135,844	133,175	112,955	109,944
Total Credentials Issued	160,331	101,152	139,773	112,768	112,720	133,219	115,526
Personal Interviews	7,115	9,143	10,691	11,154	9,578	7,199	10,336
Correspondence Mailed	144,359	135,780	137,679	135,990	125,912	90,162	43,371
Incoming Calls	31,659	33,388	39,412	41,561	66,479	40,081	41,749

TABLE III

TEACHER STANDARDS
COMPARATIVE STATISTICS
F.Y. 1970-71, 71-72, and 72-73
WORK LOAD DATA

	Complaints	Cases Handled by Staff	Cases Handled by Committee of Credentials	Actions by State Board of Education	Commission
1970-71	5,200	4,099	1,101	148	
1971-72	2,400	1,625	775	95	
1972-73	4,160	3,495	665		65

DISPOSITION OF CASES

Action	Committee of Credentials			State Board of Education		Commission
	1970-71*	1971-72	1972-73	1970-71	1971-72	1972-73
Granted		531	512	7	11	12
Denied		70	51	18	9	2
Suspended		25	37	10	17	6
Revoked		92	49	98	58	45
Further Investigation		57	16			
Pending				15		
	1,101	775	665	148	95	65

*Detail not available

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TEACHER CREDENTIALS FUND

FUND CONDITION	Actual 1972-73	Estimated 1973-74	Estimated 1974-75
Accumulated Surplus			
July 1	$ 129,609	$ 604,451	$ 559,477
Prior Year Adjustments	12,815		
Revenues			
Credential Fees	2,207,817	2,025,000	1,800,000
Income from Surplus Money Investments	7,943		
Miscellaneous Income	1,419		
Totals, Revenues	$2,217,179	$2,025,000	$1,800,000
Total, Resources	$2,359,603	$2,629,451	$2,359,477
Expenditures			
Commission for Teacher Preparation and Licensing	$1,755,152	$2,069,974	$2,028,819
Accumulated Surplus			
June 30	$ 604,451	$ 559,477	$ 330,558
Surplus Available for Appropriation	604,451	559,477	330,558